



Contents Volume 15 (2002)

Volume 15 Nos. 1–2

Theme: Timing and Phonology

Guest Editors: Zvia Breznitz & David Share

- | | |
|--|---------|
| Z. Breznitz & D. Share / Introduction on timing and phonology | 1–3 |
| M. Studdert-Kennedy / Deficits in phoneme awareness do not arise from failures in rapid auditory processing | 5–14 |
| Z. Breznitz / Asynchrony of visual-orthographic and auditory-phonological word recognition processes: An underlying factor in dyslexia | 15–42 |
| M. Wolf, A.G. O'Rourke, C. Gidney, M. Lovett, P. Cirino & R. Morris / The second deficit: An investigation of the independence of phonological and naming-speed deficits in developmental dyslexia | 43–72 |
| P. Chiappe, R. Stringer, L.S. Siegel & K.E. Stanovich / Why the timing deficit hypothesis does not explain reading disability in adults | 73–107 |
| P.G. Bowers & E. Newby-Clark / The role of naming speed within a model of reading acquisition | 109–126 |
| R. Olson & H. Datta / Visual-temporal processing in reading-disabled and normal twins | 127–149 |
| D.L. Share, A.F. Jorm, R. Maclean & R. Matthews / Temporal processing and reading disability | 151–178 |
| P.H. Wolff / Timing precision and rhythm in developmental dyslexia | 179–206 |
| R.M. Klein / Observations on the temporal correlates of reading failure | 207–232 |

Volume 15 Nos. 3–4

- | | |
|---|---------|
| A. Lervåg & I. Bråten / Effects of memory load on word recognition: Are there dual-routers in Norway? | 233–259 |
|---|---------|

S.-A.H. Lyster / The effects of morphological versus phonological awareness training in kindergarten on reading development	261-294
M. Dixon, M. Stuart & J. Masterson / The relationship between phonological awareness and the development of orthographic representations	295-316
Y.V. Post & S. Carreker / Orthographic similarity and phonological transparency in spelling	317-340
W.E. Tunmer & J.W. Chapman / The relation of beginning readers' reported word identification strategies to reading achievement, reading-related skills, and academic self-perceptions	341-358
S.J.P. McDougall & R. Donohoe / Reading ability and memory span: Long-term memory contributions to span for good and poor readers	359-387
B.A. Lewis, L.A. Freebairn & H.G. Taylor / Correlates of spelling abilities in children with early speech sound disorders	389-407
C. Cardoso-Martins, S. Mamede Resende & L. Assunção Rodrigues / Letter name knowledge and the ability to learn to read by processing letter-phoneme relations in words: Evidence from Brazilian Portuguese-speaking children	409-432

Volume 15 Nos. 5-6

Theme: Reading and Language in Down Syndrome and Williams Syndrome

Guest Editors: Margaret J. Snowling & Jean-Emile Gombert

M.J. Snowling & J.-E. Gombert / Introduction	433-437
C. Cardoso-Martins, M.F. Michalick & T.C. Pollo / Is sensitivity to rhyme a developmental precursor to sensitivity to phoneme?: Evidence from individuals with Down syndrome	439-454
J.-E. Gombert / Children with Down syndrome use phonological knowledge in reading	455-469
M.J. Snowling, C. Hulme & R.C. Mercer / A deficit in rime awareness in children with Down syndrome	471-495
D. Boudreau / Literacy skills in children and adolescents with Down syndrome	497-525
G. Laws & D. Gunn / Relationships between reading, phonological skills and language development in individuals with Down syndrome: A five year follow-up study	527-548

- L. Cupples & T. Iacono / The efficacy of 'whole word' *versus* 'analytic' reading instruction for children with Down syndrome 549-574
- E. Laing / Investigating reading development in atypical populations: The case of Williams syndrome 575-587
- S. Monnery, A. Seigneuric, D. Zagar & F. Robichon / A linguistic dissociation in Williams syndrome: Good at gender agreement but poor at lexical retrieval 589-612

Volume 15 Nos. 7-8

- L. Engen & T. Høien / Phonological skills and reading comprehension 613-631
- A. Morita & K. Tamaoka / Phonological involvement in the processing of Japanese at the lexical and sentence levels 633-651
- V. Mann & H. Wimmer / Phoneme awareness and pathways into literacy: A comparison of German and American children 653-682
- R. Boada, E.G. Willcutt, R.A. Tunick, N.A. Chhabildas, R.K. Olson, J.C. DeFries & B.F. Pennington / A twin study of the etiology of high reading ability 683-707
- S.R. Burgess / The influence of speech perception, oral language ability, the home literacy environment, and pre-reading knowledge on the growth of phonological sensitivity: A one-year longitudinal investigation 709-737
- L. Degand & T. Sanders / The impact of relational markers on expository text comprehension in L1 and L2 739-757
- J. Monaghan & A.W. Ellis / Age of acquisition and the completeness of phonological representations 759-788
- S.A. Hecht & D.B. Greenfield / Explaining the predictive accuracy of teacher judgments of their students' reading achievement: The role of gender, classroom behavior, and emergent literacy skills in a longitudinal sample of children exposed to poverty 789-809
- Book review*
- Ann Browne, *Developing Language and Literacy* 3-8 (Liz Nathan) 811-812
- Contents Volume 15 (2002) 813-815
- List of contributors Volume 15 (2002) 817-818